

CLOVER MIDDLE

300 Clinton Avenue
Clover, South Carolina 29710

GRADES 5-6 Elementary School

ENROLLMENT 496 Students

PRINCIPAL Judy R. Krenzer 803-222-9503

SUPERINTENDENT Dr. Vickie W. Phelps 803-222-7191

BOARD CHAIR Frank C. Falls 803-222-9710

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	53	4	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	No

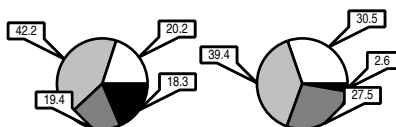
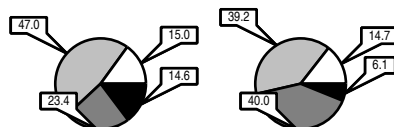
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts**
 **Advanced**
Definition of Critical Terms

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	488	100.0	30.5	39.4	27.5	2.6	37.6	Yes	Yes
Gender									
Male	261	100.0	37.6	38.0	22.0	2.4	32.0		
Female	227	100.0	22.3	40.9	34.0	2.8	44.2		
Racial/Ethnic Group									
White	396	100.0	27.9	38.2	30.8	3.2	41.8	Yes	Yes
African-American	69	100.0	47.0	43.9	9.1	0.0	16.7	Yes	Yes
Asian/Pacific Islanders	10	100.0	10.0	60.0	30.0	0.0	30.0	I/S	I/S
Hispanic	11	100.0	50.0	37.5	12.5	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	434	100.0	24.6	42.0	30.4	2.9	41.8		
Disabled	54	100.0	78.4	17.6	3.9	0.0	3.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	488	100.0	30.5	39.4	27.5	2.6	37.6		
English Proficiency									
Limited English Proficient	11	100.0	44.4	44.4	11.1	0.0	0.0	I/S	I/S
Non-Limited English Proficient	477	100.0	30.3	39.3	27.9	2.6	38.2		
Socio-Economic Status									
Subsidized meals	235	100.0	45.5	38.2	15.9	0.5	23.2	Yes	Yes
Full-pay meals	253	100.0	17.1	40.4	38.0	4.5	50.6		

Mathematics - State Performance Objective = 15.5%									
All Students	488	100.0	20.2	42.2	19.4	18.3	52.3	Yes	Yes
Gender									
Male	261	100.0	20.8	40.8	19.6	18.8	52.0		
Female	227	100.0	19.5	43.7	19.1	17.7	52.6		
Racial/Ethnic Group									
White	396	100.0	16.8	41.3	21.1	20.8	56.8	Yes	Yes
African-American	69	100.0	39.4	48.5	9.1	3.0	22.7	Yes	Yes
Asian/Pacific Islander	10	100.0	10.0	30.0	30.0	30.0	80.0	I/S	I/S
Hispanic	11	100.0	37.5	50.0	12.5	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	434	100.0	15.9	43.0	20.5	20.5	56.5		
Disabled	54	100.0	54.9	35.3	9.8	0.0	17.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	488	100.0	20.2	42.2	19.4	18.3	52.3		
English Proficiency									
Limited English Proficient	11	100.0	33.3	44.4	22.2	0.0	0.0	I/S	I/S
Non-Limited English Proficient	477	100.0	20.0	42.1	19.3	18.6	52.4		
Socio-Economic Status									
Subsidized meals	235	100.0	34.1	42.7	13.2	10.0	35.5	Yes	Yes
Full-pay meals	253	100.0	7.8	41.6	24.9	25.7	67.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	262	100.0	29.3	51.2	18.6	0.8	19.4
	Grade 6	245	100.0	38.7	35.7	20.4	5.2	25.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	229	100.0	26.5	47.8	24.8	0.9	25.7
	Grade 6	259	100.0	33.3	33.3	29.4	3.9	33.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	262	100.0	14.0	44.2	26.0	15.7	41.7
	Grade 6	245	100.0	23.5	38.3	24.3	13.9	38.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	229	100.0	22.6	44.7	17.3	15.5	32.7
	Grade 6	259	100.0	17.6	40.8	22.0	19.6	41.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 496)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	0.0%	Down from 1.0%	2.6%	2.7%
Attendance rate	96.5%	Up from 95.8%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.8%		3.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.8%		2.9%	3.5%
Eligible for gifted and talented	21.2%	Up from 21.0%	20.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.5%	Down from 9.6%	7.8%	8.2%
Older than usual for grade	1.2%	No change	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	55.0%	Down from 63.2%	54.5%	51.4%
Continuing contract teachers	92.5%	Up from 92.1%	91.2%	87.5%
Highly qualified teachers**	95.8%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.3%	Up from 86.2%	89.0%	86.7%
Teacher attendance rate	96.5%	Up from 94.8%	95.1%	94.9%
Average teacher salary	\$44,338	Down 0.3%	\$41,933	\$40,760
Prof. development days/teacher	8.6 days	Down from 12.7 days	11.5 days	12.4 days

School				
Principal's years at school	1.5	Up from 0.5	5.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 13.0 to 1	20.1 to 1	18.9 to 1
Prime instructional time	92.4%	Up from 90.2%	90.4%	90.0%
Dollars spent per pupil*	\$6,907	Down 13.2%	\$5,707	\$6,044
Percent of expenditures for teacher salaries*	66.1%	Up from 66.0%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.5%	Down from 98.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Clover Middle School serves fifth and sixth grade students in Clover, SC, a community adjacent to Rock Hill and Winthrop University. CMS is committed to providing a comprehensive educational program enabling all students to experience academic achievement and personal growth. In addition to basic skills, the academic program is designed to challenge each child in becoming a life-long learner. Teachers empower students for the future through their innovative use of technology. Character education is also emphasized throughout our building.

Academic teachers are teamed to teach language arts/social studies or math/science. The gifted and talented model includes instruction in language arts and math. Students are scheduled into two blocks with at least one activity period daily. Activities include music, band, art, guidance classes, chorus, health, and physical education. Students are exposed to technology in classrooms, library media center, and technology labs. Technological programs are used to enhance instruction as mandated through state standards. Fifth grade PACT scores were above the state average in all areas tested - math, language arts, science, and social studies. PACT scores were also above the state average in 6th grade math and within four percentage points in all other areas.

A variety of strategies are utilized to provide differentiated instruction. Reading and writing are encouraged throughout the curriculum, including activity classes. Teachers utilize the hands-on approach in both mathematics and science. Elements of literature circles, daybooks, and focus correction areas are used in our language arts classes.

Through a variety of educational opportunities such as academic assistance, K-5 enhancement, and Accelerated Reader, we feel that our students are encouraged to discover their full potential. Parents also play an important role as well through their support and participation in events such as PTO, School Improvement Council, and Family Education Night. Judy Krenzer is the principal and Ronnie Deal, our school improvement chairperson, is a parent at Clover Middle School.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	241	104
Percent satisfied with learning environment	95.0%	84.4%	84.3%
Percent satisfied with social and physical environment	100.0%	84.9%	76.7%
Percent satisfied with home-school relations	76.9%	88.2%	66.0%

*Only students at the highest elementary school grade level at this school and their parents were included.